Current Event Task Outline

The Industrial Revolution

MYP 2

For your Industrial Revolution current event assignment, you should select a story from the last 90 days related to technological change. A useful article will also feature two or more perspectives on the benefits or hazards of that change. Once you have found an article and read it thoroughly (i.e. read it two or three times, looked up words you don’t understand and taken some notes on its content), you will complete a graphic organizer as thoroughly as possible (i.e. with complete sentences and with developed descriptions, examples, and explanations).

The key concept for our unit on the Industrial Revolution is **change**. This concept examines the forces that shape the world, past, present and future. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

Use the graphic organizer below to structure your analysis.

|  |  |
| --- | --- |
| **Link to article:** |  |
| **Summary** | Who is your story about? What is your story about? When did it occur? Where did it occur? Why did it occur? How did it occur? |
| **Key concept:** Change | What change does your article feature? What caused this change? What are the consequences of this change? |
| **AOI:** Human Ingenuity | How does the content of your current event relate to Human Ingenuity? Questions to consider: Why and how do we create? What are the consequences of our creations? How do our creations improve or our quality of life? |
| **Objective C3** | See rubric below |

Current Event Assessment Rubric

Objective C3

MYP 2

Name: Date:

Criterion C: Thinking critically

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **identifies** different perspectives. |
| 3-4 | The student:   * **identifies** different perspectives and suggests **some** of their implications. |
| 5-6 | The student:   * **recognizes** different perspectives and their implications. |
| 7-8 | The student:   * **clearly recognizes a range of** different perspectives and their implications . |

**Command terms and MYP definitions**

**Identify** Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

**Recognize** Identify through patterns or features.

**Implications** What are the possible consequences?

**Range** A range means more than two.